

# *The Achievement Gap in Montana*

*American Indian Student Achievement State-Wide Data*



Assessment Conference

January 28, 2010

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Director of Indian Education



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

# *Secretary of Education Arne Duncan on Indian Education and Montana*

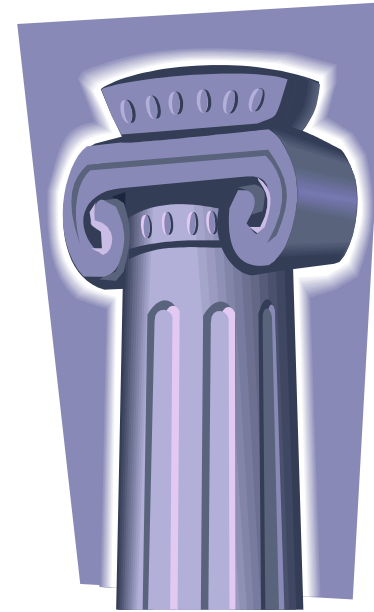
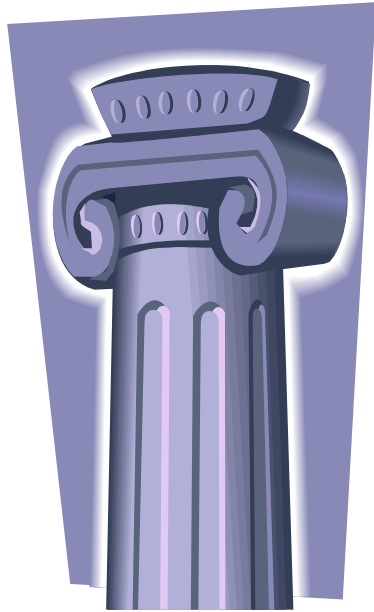


# *“Challenging the Status Quo”*

- “The magnitude of the challenge” that lies in front of us if we believe we can improve our schools for kids
- It is time to “do something different”
- We will all have “personally failed” if we don’t turn our schools around ... it is time the adults in the system raise expectations and do a better job because our kids are worth it, they are “smart, committed and passionate”

**Indian Student Achievement**

**Indian Education For All**



**Indian Education Division**

# Montana Constitution - Article X



## Section 1. Educational goals and duties.

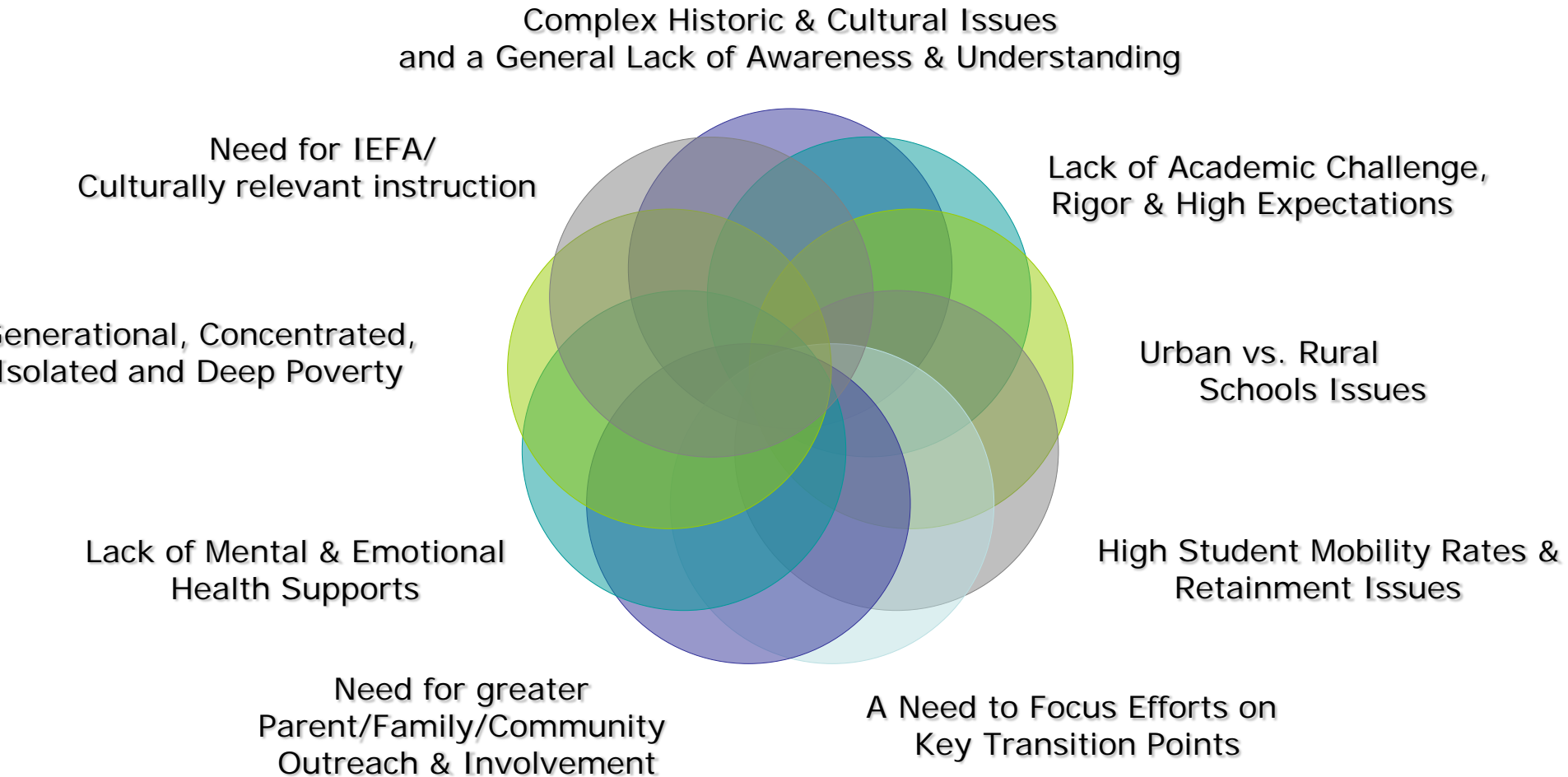
- (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
- (2) The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity.

# What is the Achievement Gap?

- Discrepancies between subgroups of individuals not individuals themselves
- Males and Females
- Poor and Non-poor
- American Indian and White

And perhaps more importantly,  
what causes an achievement gap?

# Achievement Gap Issues & Factors to Consider

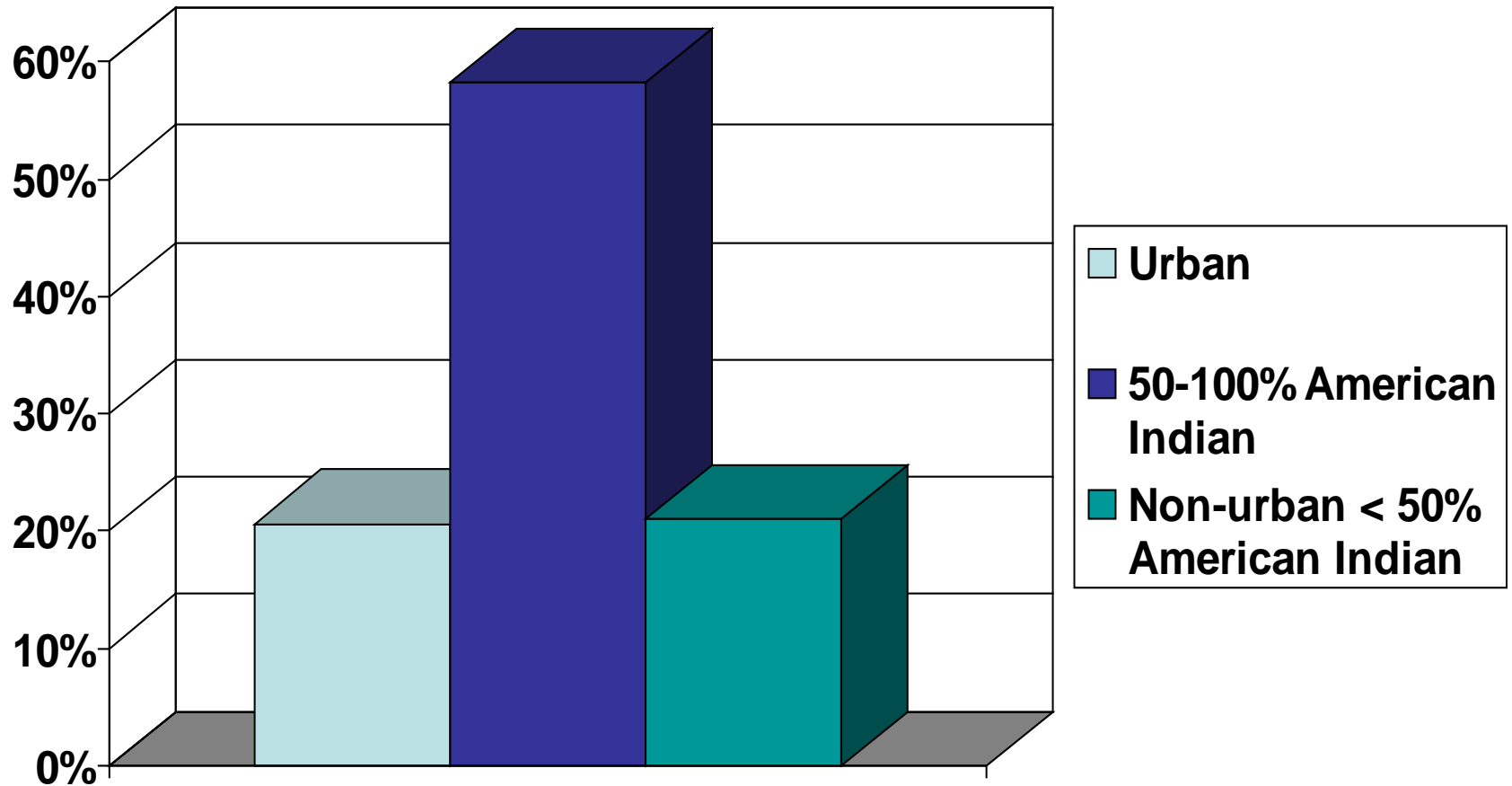




# Types of Data We Will Cover

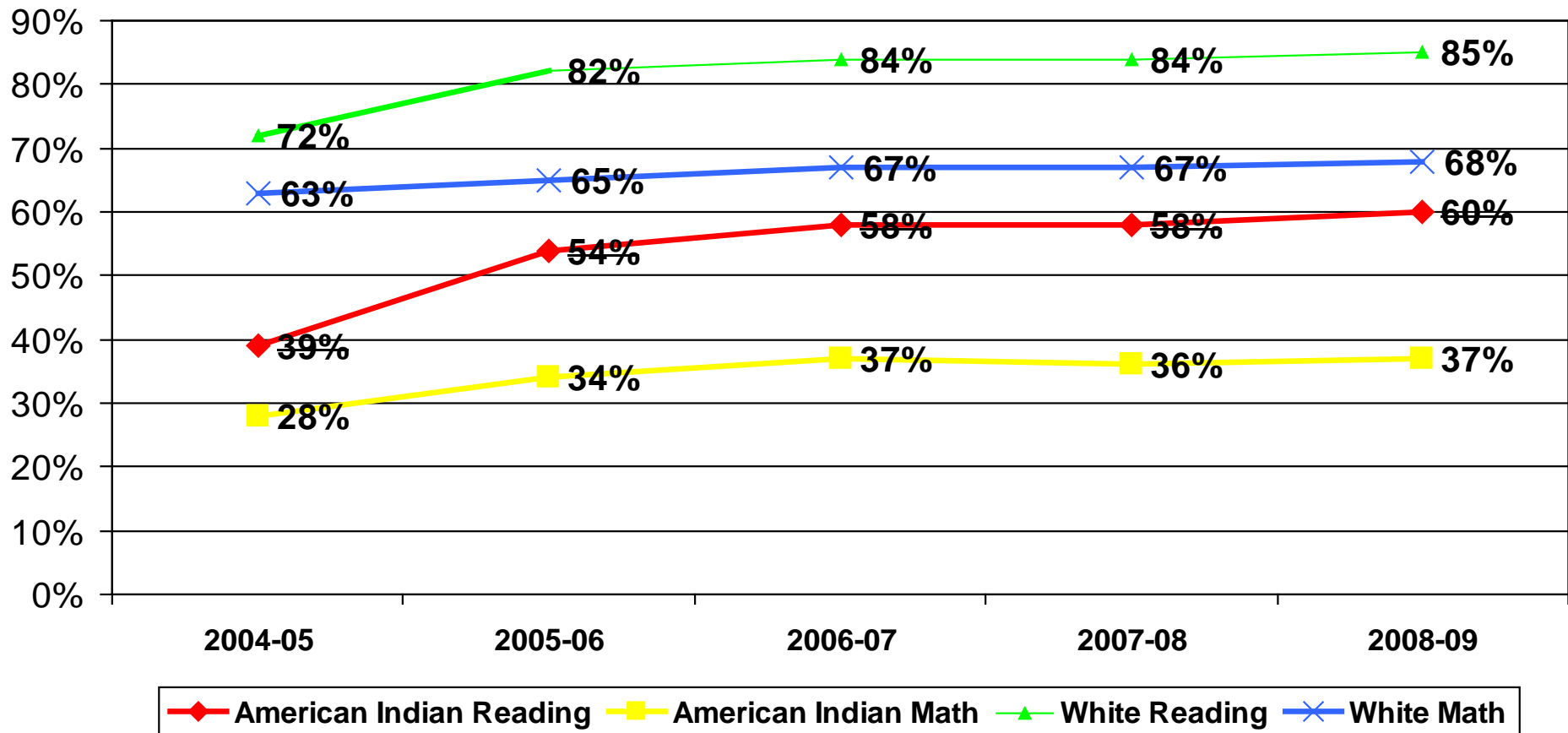
- Enrollment Data
- Criterion Reference Test (CRT)
- Reading First Data
- NAEP Data
- Dropout Rates
- Completion Rates
- Advanced Placement Data (AP)

# Statewide American Indian Enrollment

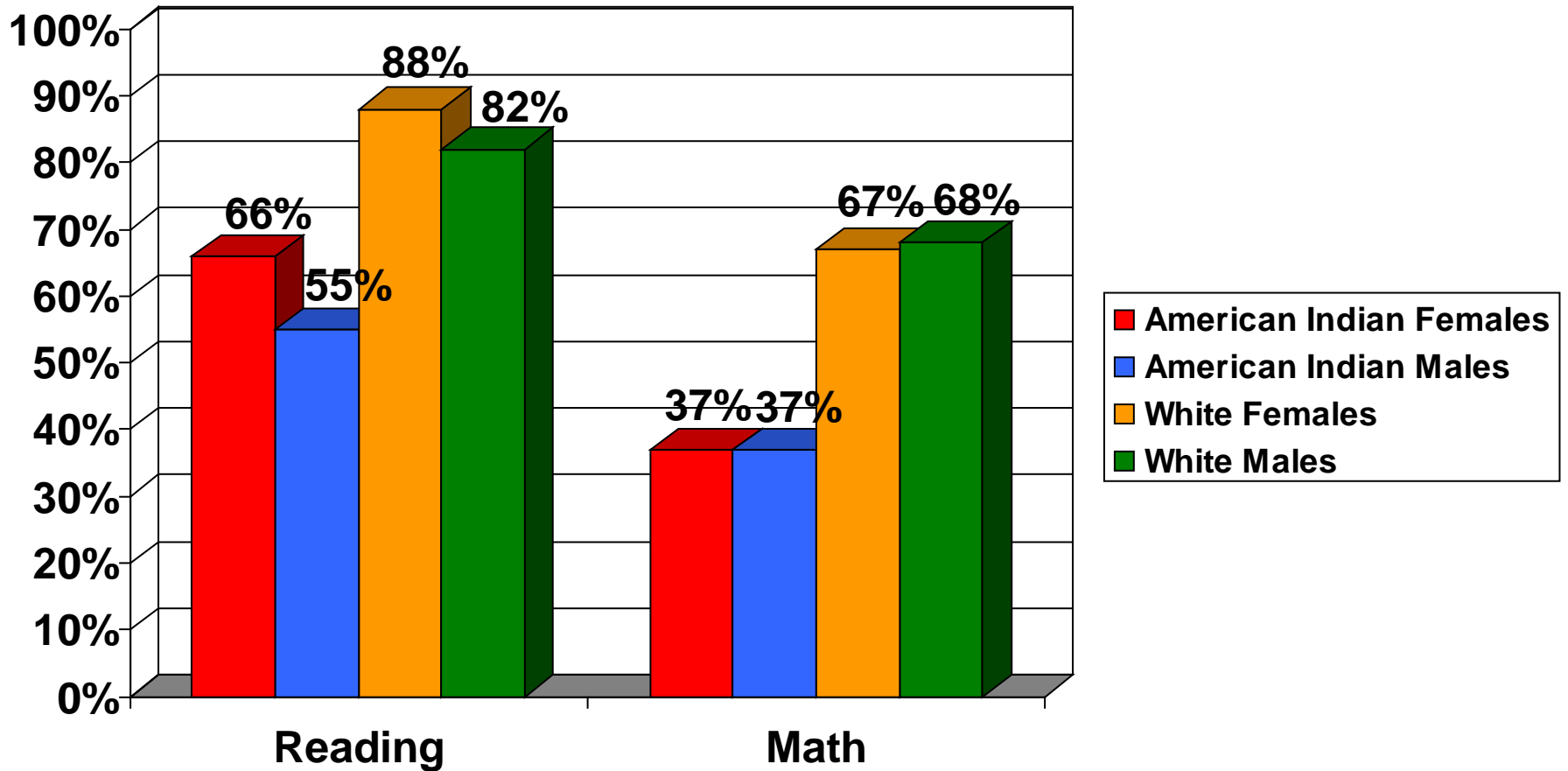


# CRT Five Year Trend Data

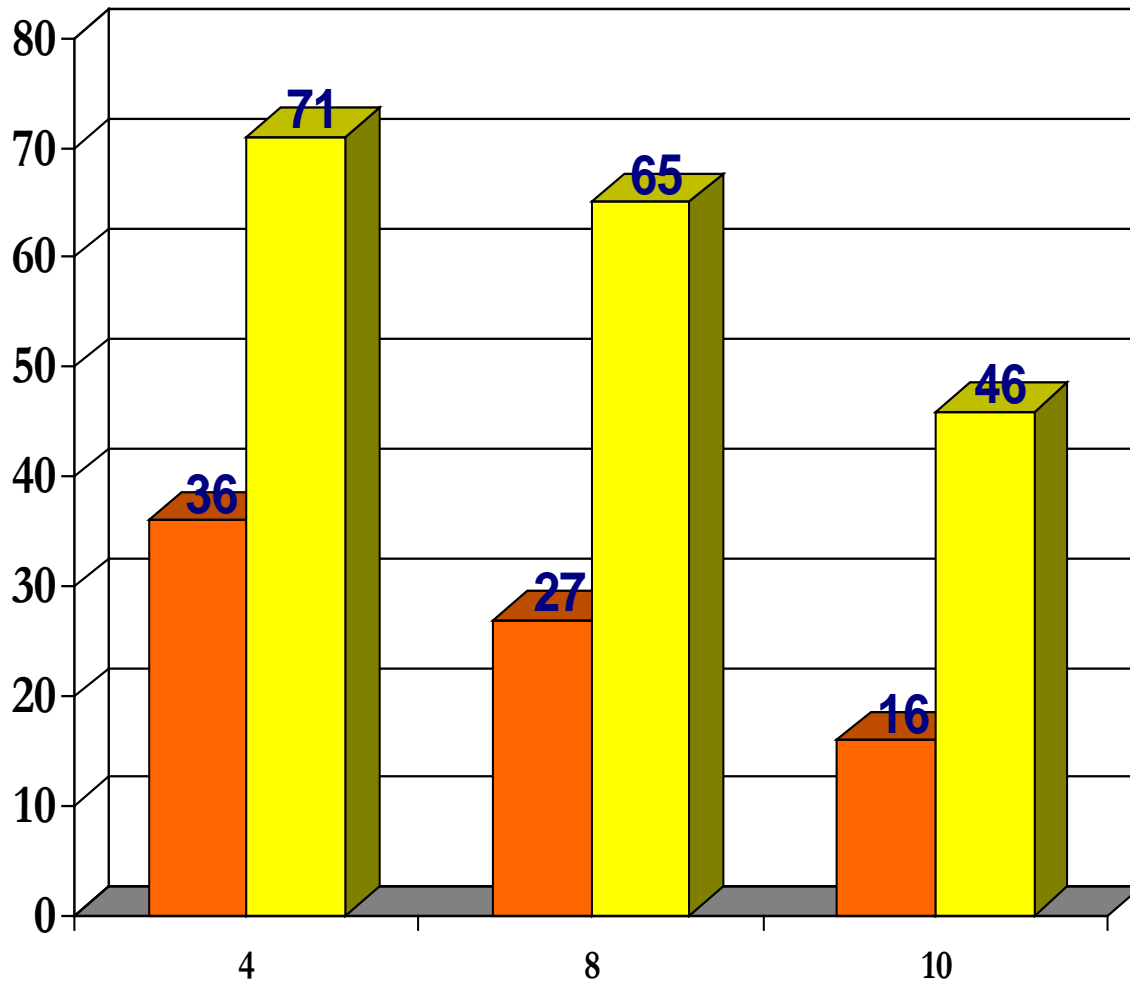
Percent Proficient & Advanced, by Race/Ethnicity, All Grades Combined



# 2008-09 CRT Data by Race/Ethnicity & Gender



# 2008-09 CRT Science Scores



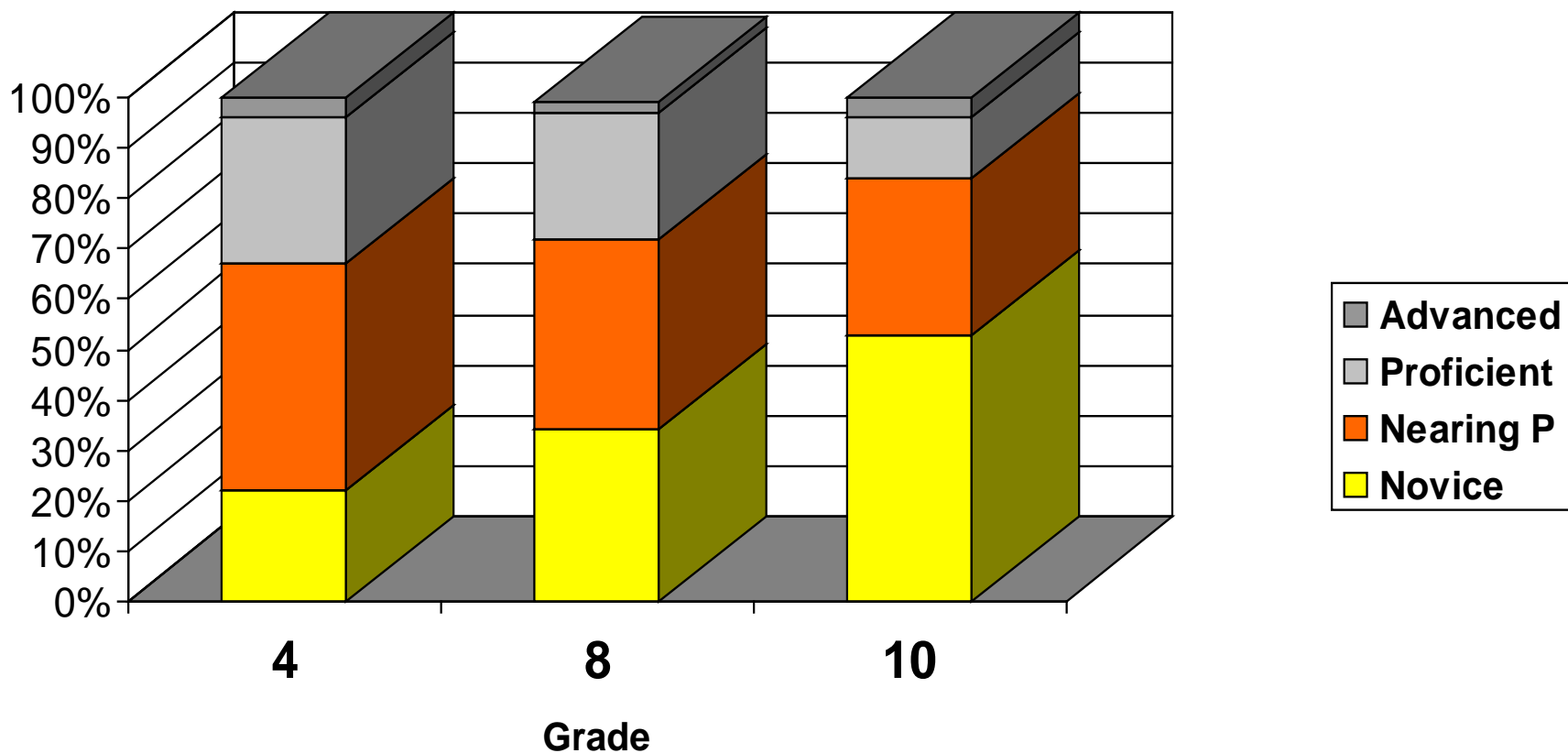
**Proficient &  
Advanced  
Percentages**



# 2008-09 American Indian CRT Data

## Novice and Nearing Proficient Rates

### Science

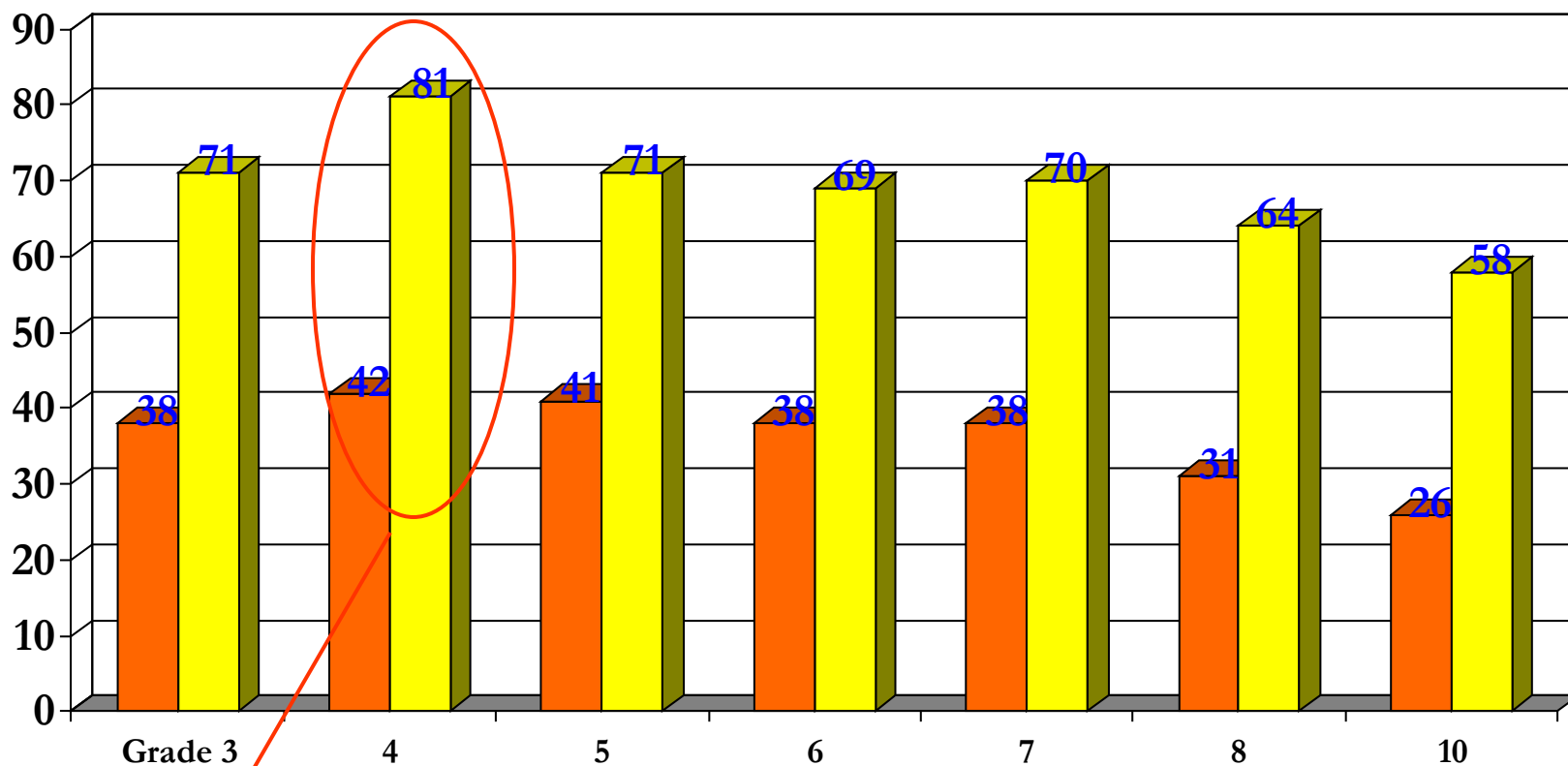


# 2008-09 CRT Math Scores

## Proficient & Advanced Percentages



American Indian students in grades 4, 5, 6 & 7 all saw declines in proficiency from 07-08 rates

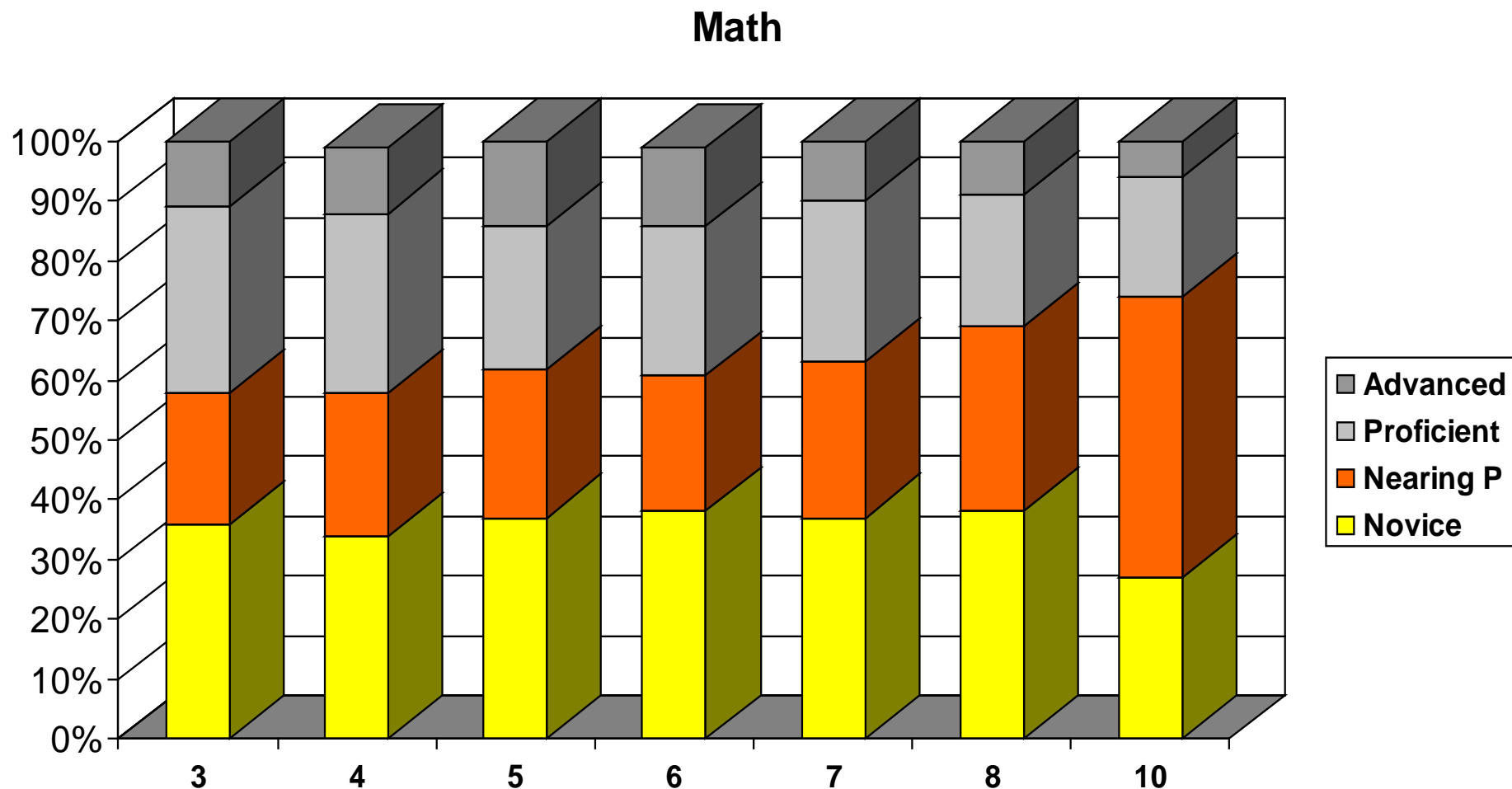


■ American Indian Students ■ White Students

Largest gap of 39% - (8<sup>th</sup> grade in 07-08 & 06-07)

# 2008-09 American Indian CRT Data

## Novice and Nearing Proficient Rates



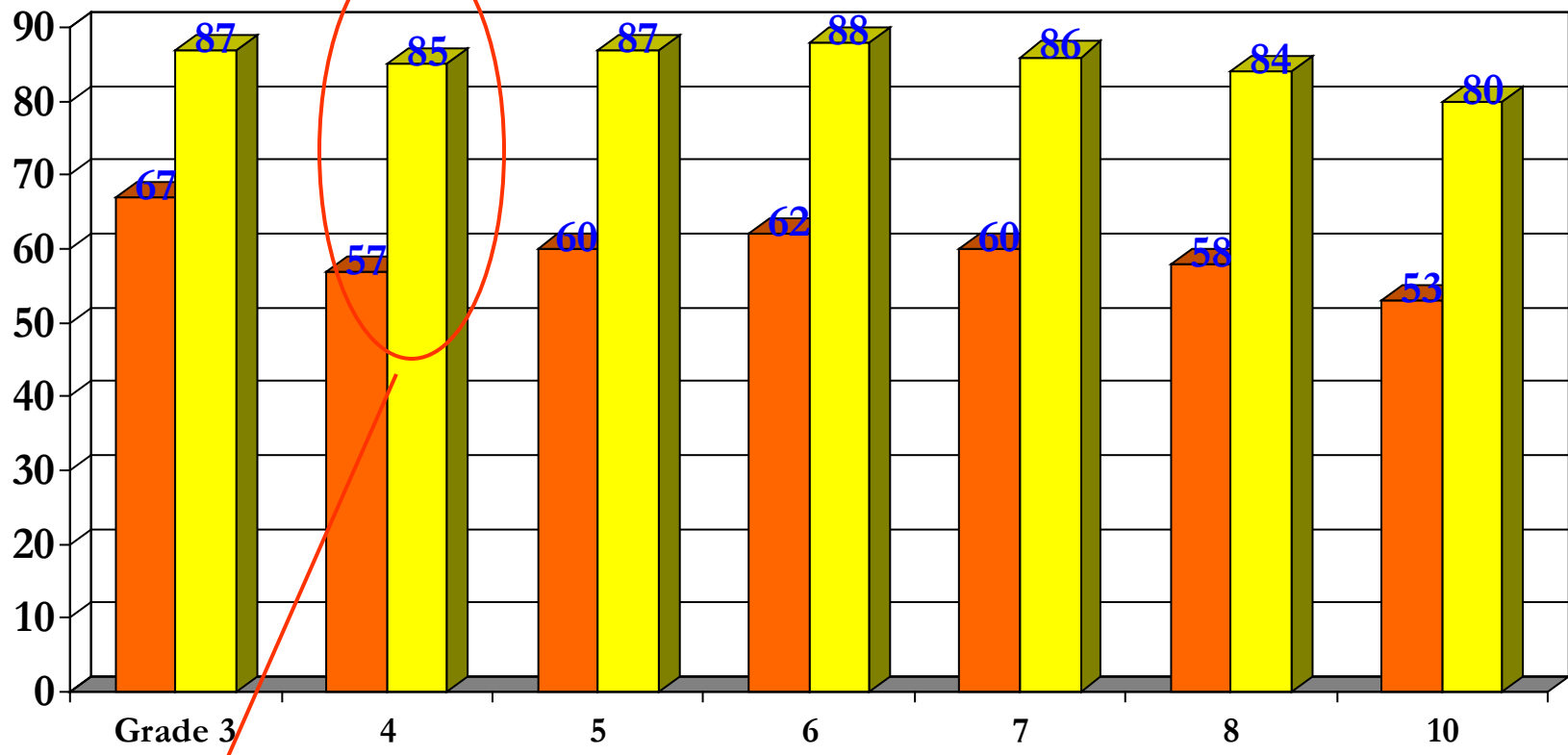


# 2008-09 CRT Reading Scores

## Proficient & Advanced Percentages



American Indian students in grades 3, 4, 5, 8 & 10 all saw increases in proficiency from 07-08 rates



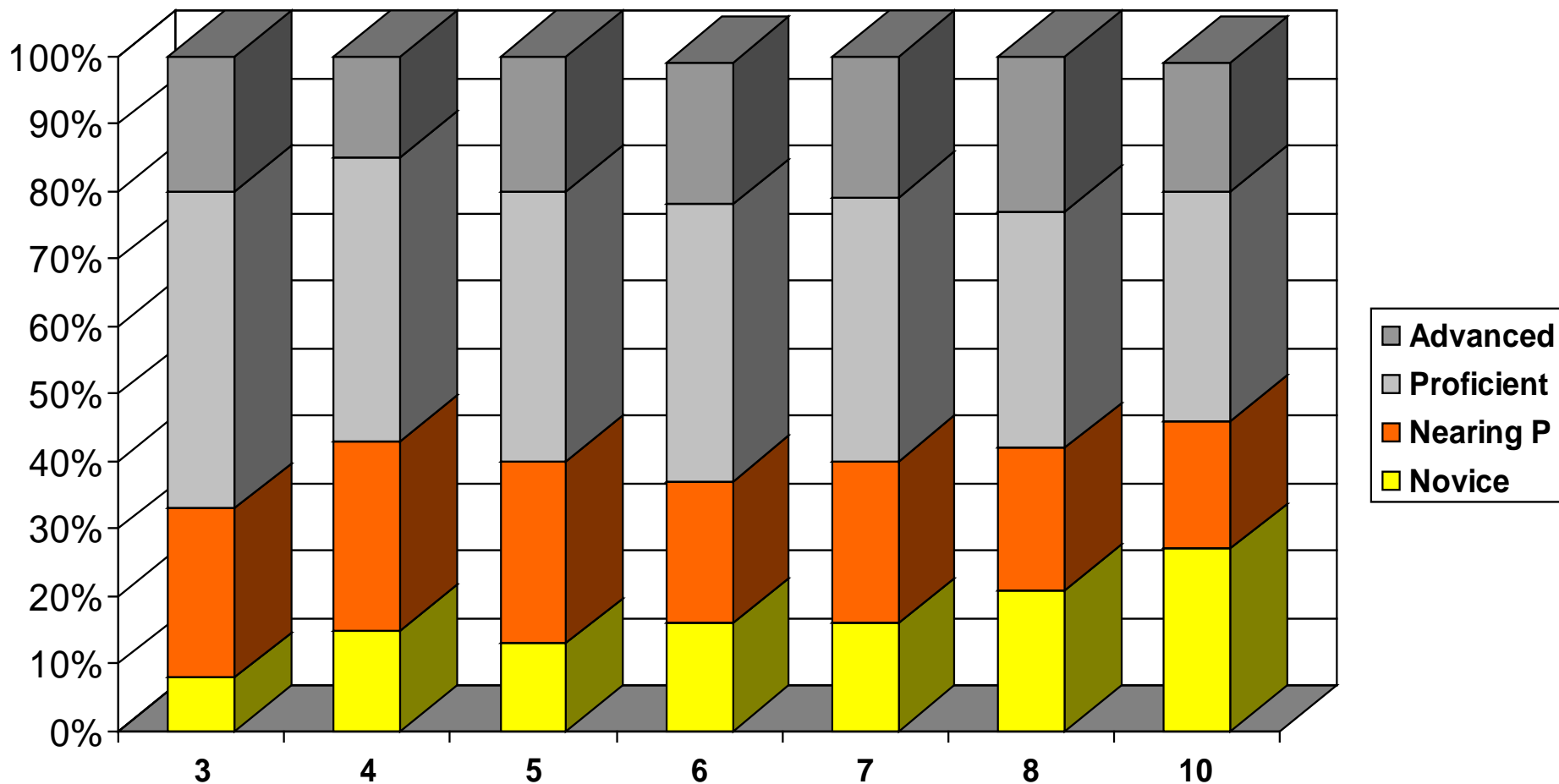
■ American Indian Students ■ White Students

Largest gap now exists in 4<sup>th</sup> grade (10<sup>th</sup> grade in 07-08)

# 2007-08 American Indian CRT Data

## Novice and Nearing Proficient Rates

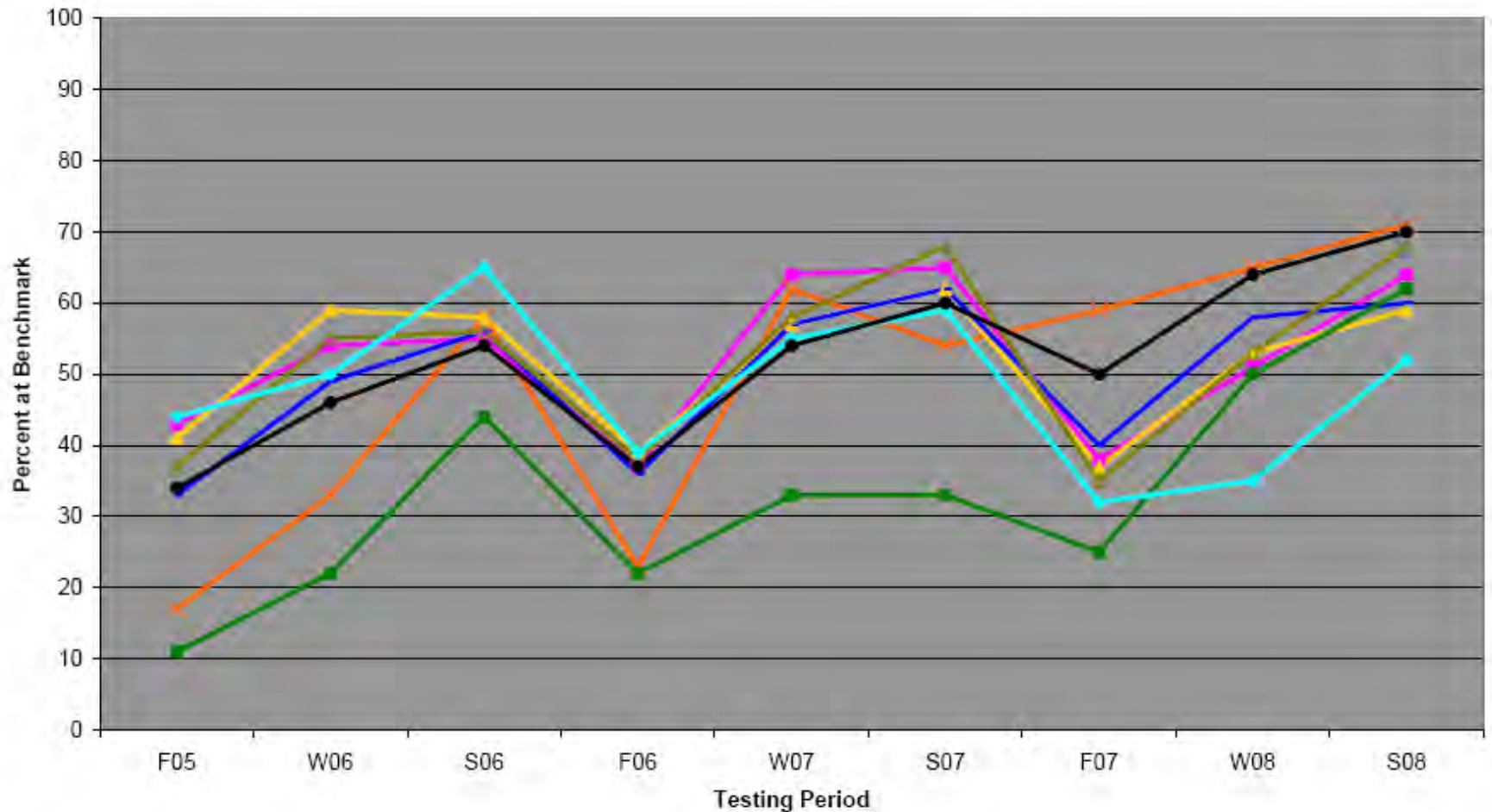
### Reading



# Reading First School Level Data

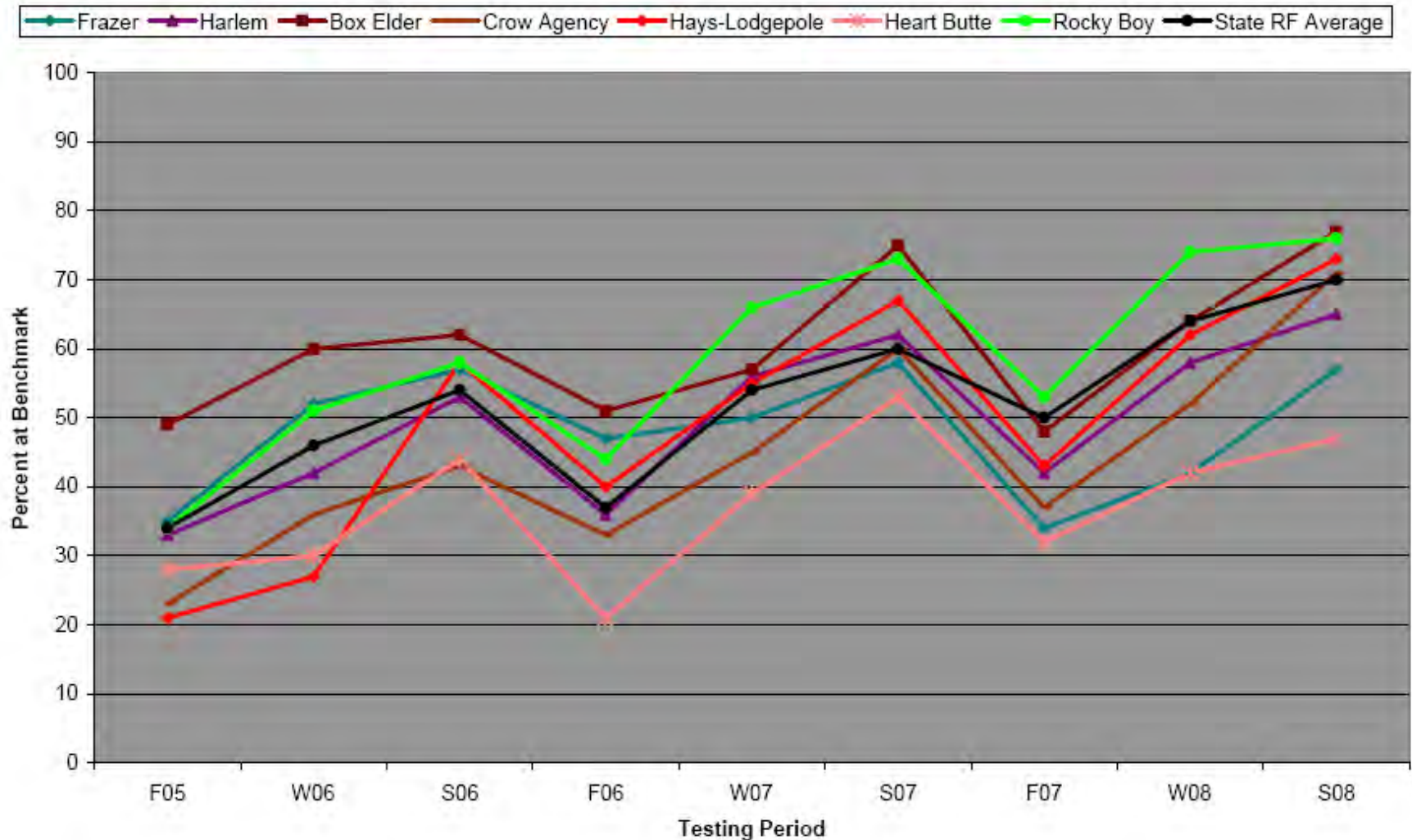
50 - 75% of K - 3 Population American Indian  
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Dixon Longfellow KW Harvey Hardin Primary Pablo East Glacier Hardin Intermediate State RF Average



# More Reading First Data

95 - 100% of K - 3 Population American Indian  
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)



# NAEP 2003-2007 Results

The Education Trust 2010 Report -  
*Gauging the Gaps: A Deeper Look at Student Achievement*

Full report available at [www.edtrust.org](http://www.edtrust.org)



**NAEP Grade 4 Reading** (Key: AA = African American, WH = White, NA = Native American, LA = L

NATION	Did the gap narrow from 2003 to 2007?				Did achievement increase from 2003 to 2007?					
	AA -WH	LA-WH	NA -WH	LI-HI	AA	LA	NA	WH	LI	HI
AL	-5			-2	+13			+8	+11	+8
AK	+4	+5	-1	-2	-2	-4	+3	+2	+5	+3
AZ	-10	-1	-4	-3	+11	+2	+5	+1	+2	-1
AR	-2	+5		-4	+5	-2		+3	+1	+5
CA	-4	-1		-1	+8	+4		+4	+4	+3
CO	0	+3		+3	+2	-1		+2	0	+3
CT	-3	+2		+5	+2	-3		-1	-5	0
DE	-2	-9		-1	+2	+9		0	+2	+1
DC	-3	-15		+5	+7	+19		+4	+5	+10
FL	-7	-4		-5	+10	+8		+3	+8	+3
GA	-2	-7		-4	+6	+12		+4	+7	+4
HI	+5	+4		-4	0	+1		+5	+6	+2
ID		0		+1		+5		+6	+5	+6
IL	-5	-7		-7	+7	+8		+1	+6	0
IN	-3	+6		-1	+5	-5		+1	+3	+2
IA	-8	-2		-3	+9	+3		+1	+4	+1
KS	-6	+2		-2	+11	+2		+4	+5	+3
KY	+2			+2	+2			+3	+2	+5
LA	-9			-4	+5			-3	+5	+1
ME				+2				+2	+1	+3
MD	-3	+2		-4	+8	+3		+5	+8	+4
MA	+4	0		+3	+4	+7		+7	+5	+7
MI	-10	-7		-3	+8	+5		-2	+3	0
MN	-2	-3		0	+4	+5		+2	+2	+2
MS	-2			-4	+3			+1	+4	-1
MO	+3	+5		-3	-3	-5		0	+1	-2
MT			-6	-5			+10	+3	+7	+2
NE	+15	+4		+2	-9	+1		+5	+1	+4
NV	-3	+2		0	+9	+4		+6	+4	+4

—4th grade reading scores for American Indian students increased by ten points, scores for white students increased by three points.

—The achievement gap between the reading scores of 4th grade American Indian and white students narrowed by six points

**NAEP Grade 4 Math** (Key: AA = African American, WH = White, NA = Native American, LA = Latino)

NATION	Did the gap narrow from 2003 to 2009?				Did achievement increase from 2003 to 2009?					
	AA -WH	LA-WH	NA -WH	LI-HI	AA	LA	NA	WH	LI	HI
AL	+2	-1	+3	0	+6	+6	+2	+5	+6	+6
AK	+3	+3	+9	0	+4	+4	-2	+7	+6	+6
AZ	-4	0	-2	+1	+7	+3	+5	+3	+2	+2
AR	-3	-4		+3	+11	+12		+8	+8	+11
CA	0	+1		+1	+5	+3		+4	+3	+5
CO	+1	-3		+1	+8	+11		+8	+9	+10
CT	-1	-1		-2	+5	+4		+3	+5	+3
DE	+1	-1		0	+3	+5		+4	+4	+4
DC	-3	-14		+10	+11	+22		+8	+12	+22
FL	-6	+1		-7	+13	+6		+7	+12	+5
GA	+1	-6		+1	+4	+12		+6	+7	+8
HI	-2	-2		0	+11	+11		+9	+8	+8
ID		-2		-1		+7		+6	+7	+6
IL	-1	-5		-3	+6	+10		+4	+8	+4
IN	-2	0		-1	+7	+4		+5	+7	+6
IA	-7	+3		0	+11	+1		+4	+5	+5
KS	-2	+2		-1	+7	+3		+5	+6	+5
KY	+5			+4	+5			+10	+9	+12
LA	-6			0	+5			-1	+3	+3
ME				+1				+7	+7	+8
MD	-1	0		-4	+12	+11		+11	+13	+9
MA	-4	0		0	+15	+10		+11	+11	+11
MI	-3	-4		0	+2	+3		-1	+2	+2
MN	0	-3		+1	+8	+12		+9	+8	+9
MS	+1			0	+3			+4	+4	+4
MO	0	-12		+3	+5	+17		+5	+4	+7
MT		+4	-2	+1		+5	+11	+9	+8	+9
NE	+2	-8		-2	+2	+11		+3	+5	+3
NV	+6	-2		-5	+3	+11		+9	+10	+5

- 4th grade math scores of American Indian students increased by eleven points, scores for white students increased by nine points, and scores for low income students increased by eight points.
- The achievement gap between the reading scores of 4th grade American Indian and white students narrowed by two points.



**NAEP Grade 8 Reading** (Key: AA = African American, WH = White, NA = Native American, LA = L

NATION	Did the gap narrow from 2003 to 2007?				Did achievement increase from 2003 to 2007?					
	AA-WH	LA-WH	NA-WH	LI-HI	AA	LA	NA	WH	LI	HI
AL	0	-2	0	-1	0	+2	0	0	+1	0
AK	+1	-9	+1	0	+2	+11	+1	+2	+5	+5
AZ	-2	0	+5	0	+3	+1	-6	+1	0	0
AR	-3	+9		+4	+3	-8		+1	-2	+2
CA	+3	-2		-2	-2	+3		+1	+2	-1
CO	-4	-2		-2	+4	+2		0	+2	-1
CT	-1	+2		+2	+2	-1		+1	-2	+1
DE	-1	-10		-5	+2	+11		+1	+4	-1
DC				+3	+2	+9			+2	+5
FL	-5	-5		-4	+5	+5		0	+4	0
GA	0	-3		-3	+2	+5		+2	+4	+1
HI		+3		-5		0		+3	+3	-2
ID		0		-3		+1		+1	+2	0
IL	-2	-5		-4	-3	0		-5	0	-5
IN	+2	-9		-4	-2	+9		-1	+3	0
IA	-2	-6		0	+2	+6		0	+1	+1
KS	-1	-2		+2	+2	+3		+2	+1	+3
KY	-7			+3	+2			-5	-5	-2
LA	-5			-1	+2			-3	0	-1
ME				-1				+2	+3	+2
MD	+1	-1		-6	+4	+7		+5	+9	+3
MA	-1	-4		-6	+1	+4		0	+5	-1
MI	+1	+11		-1	-6	-16		-5	-3	-4
MN	-2	-4		-6	+2	+4		0	+5	0
MS	+1			+4	-4			-4	-4	-1
MO	0			+2	-1			-2	-3	-1
MT			-1	0			+2	+2	+1	+2
NE	-4	-14		0	+4	+14		0	+1	+1
NV	-14	-1		+3	+15	+2		0	-1	+2

—8th Grade reading scores of American Indian students increased by two points, scores for white students increased by two points

—The achievement gap between the reading scores of American Indian and white students narrowed by one point.



**NAEP Grade 8 Math** (Key: AA = African American, WH = White, NA = Native American, LA = Latino)

NATION	Did the gap narrow from 2003 to 2009?				Did achievement increase from 2003 to 2009?					
	AA -WH	LA-WH	NA -WH	LI-HI	AA	LA	NA	WH	LI	HI
AL	-3	-2	+3	-1	+9	+8	+2	+5	+8	+6
AK	-2			-3	+8			+6	+9	+6
AZ	-2	-9	0	-2	+5	+12	+3	+3	+9	+6
AR	-5	0	+7	+5	+12	+8	0	+8	+4	+9
CA	-2	-12		+6	+11	+21		+9	+8	+13
CO	+2	0		-3	+4	+7		+6	+7	+5
CT	-1	-1		0	+8	+7		+6	+6	+6
DE	-2	0		+2	+7	+5		+5	+3	+5
DC	0	-13		-3	+7	+20		+7	+10	+7
FL				+6	+9	+20			+12	+18
GA	-12	-7		-8	+15	+10		+3	+13	+5
HI	-7	-2		-6	+12	+8		+6	+12	+6
ID		-4		0		+13		+9	+7	+7
IL		-5		-2		+13		+8	+9	+7
IN	-1	-5		-4	+5	+10		+5	+8	+4
IA	-10	-7		0	+15	+12		+5	+7	+7
KS	-2	-11		-1	+3	+11		0	+3	+2
KY	-8	-7		+2	+13	+11		+4	+5	+7
LA	-2			-1	+8			+5	+7	+6
ME	-5			+1	+7			+2	+7	+8
MD				+2				+5	+4	+6
MA	+4	+1		+1	+9	+13		+14	+12	+13
MI	0	-3		-4	+12	+16		+13	+17	+13
MN	-1	-3		+1	+1	+3		0	+3	+5
MS	-7	-2		+3	+12	+6		+5	+2	+6
MT	-1			+3	+5			+4	+6	+8
NE	-4			-1	+9			+6	+9	+8
NV			+7	+4			0	+7	+4	+7
OH	-2	-3		+2	+6	+7		+4	+2	+5
OR	+2	-3		-3	+7	+12		+9	+9	+6

—8th grade math scores for American Indian students showed no change, scores of white students increased by seven points

# *Dropout Rates*

*In Montana, of those students who entered school as 9<sup>th</sup> graders in 2003, an estimated 3,074 students dropped out. If these students had graduated, their total lifetime additional income would have been **\$799,180,200.***

Alliance for Excellent Education

# Community Impact Data

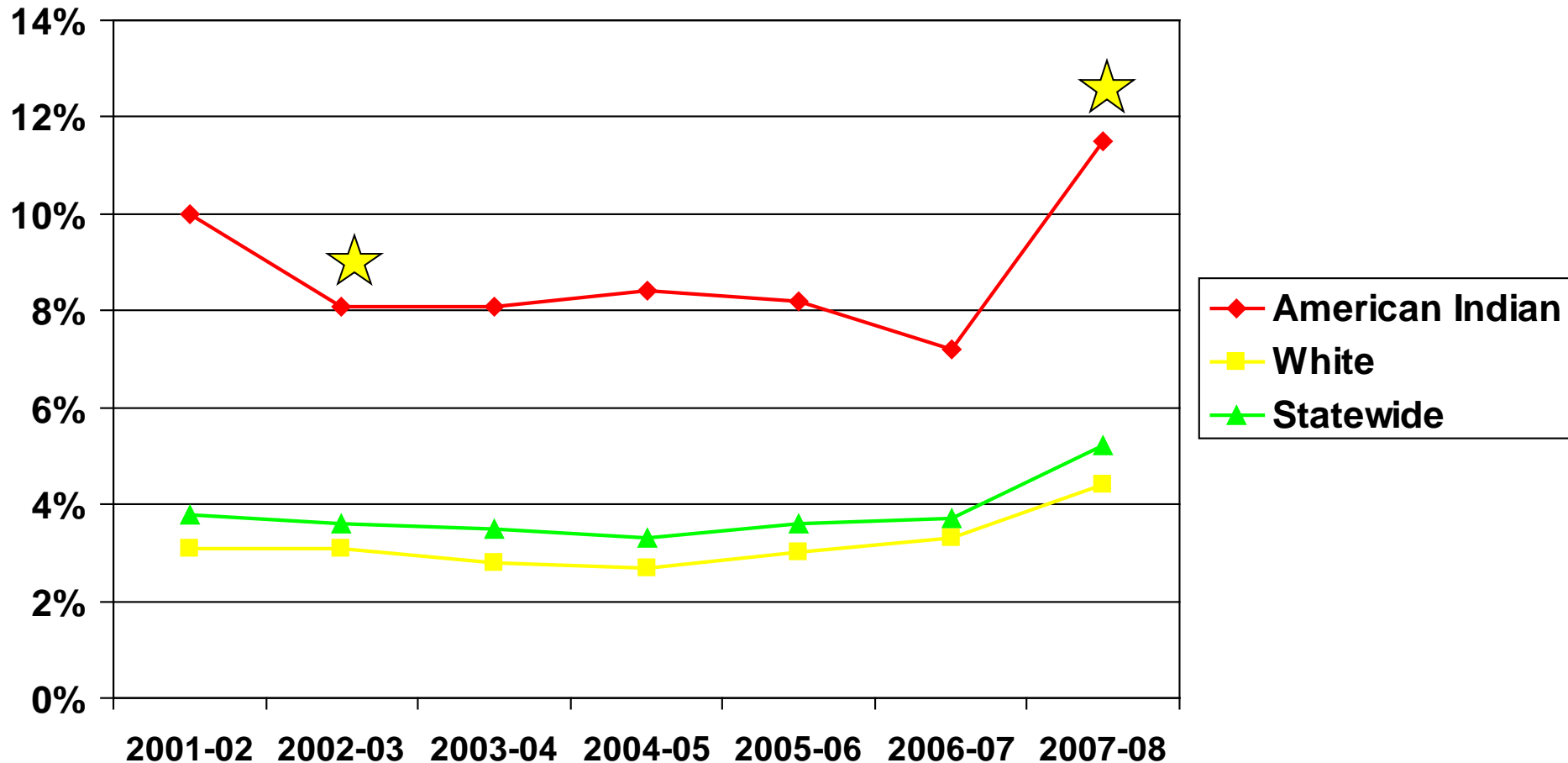
- As of October 2004, 21% of the 2003-04 dropouts were unemployed <sup>(1)</sup>
- The unemployment rates of persons 25 years old and older was 7.6% for those who did not graduate from high school (2005) <sup>(2)</sup>
- Dropouts are three times as likely than high school graduates who do not go on to college to receive public assistance <sup>(2)</sup>
- Dropouts make up 27% of the federal prison population, 40% of the state prison population and 47% of the local jail inmate population <sup>(3)</sup>

(1) Digest of Education Statistics, (2) National Center for Education Statistics & (3) Justice Department

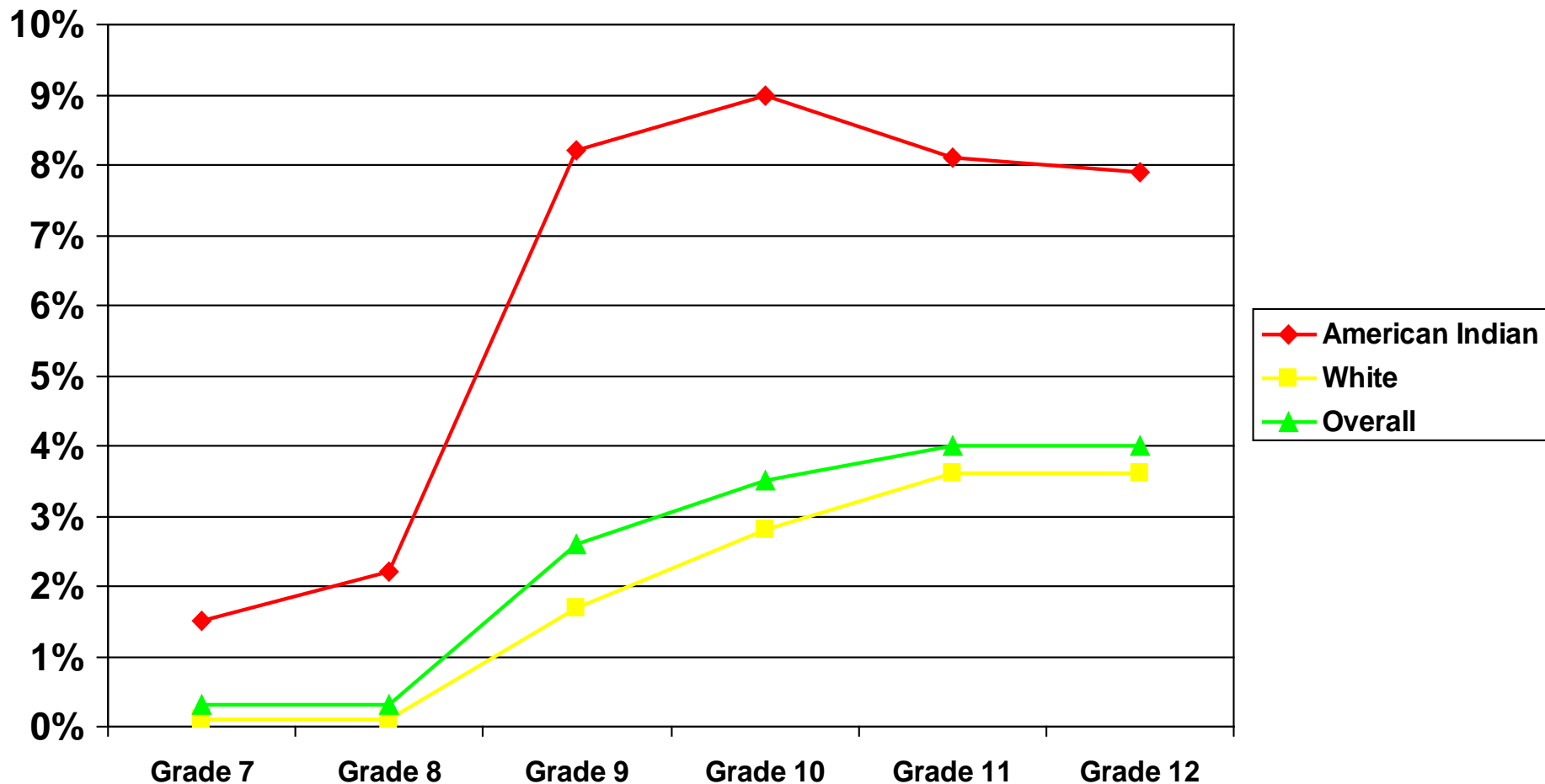
# Dropout Fast Facts

- On average, American Indian students dropout of grades 7/8 at a rate more than 14 times that of white students and out of high school at a rate of 2.5 times that of white students
- In the past five years, American Indians represented only 11.4% of the total school enrollment for grades 7/8, but accounted for 64% of the dropouts. For high school, American Indians represented 10.4% of the total school enrollment and 23% of the dropouts.

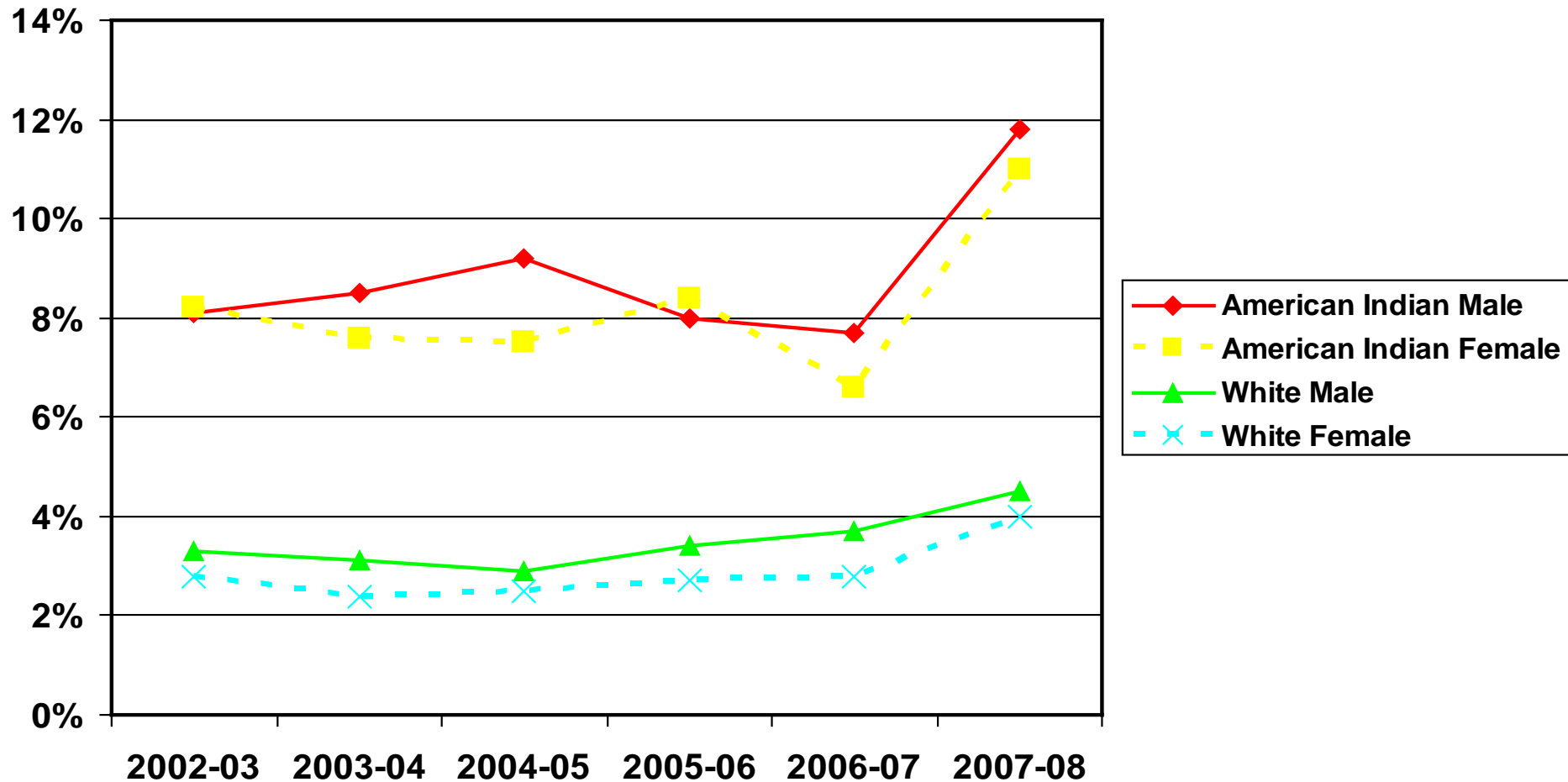
# Seven Year High School Dropout Trends by Race/Ethnicity Categories & Over Time



# Five Year Dropout Rates (2002-2007) for Race/Ethnicity Categories and by Grade Level



# Dropout Rates for Race/Ethnicity Categories for Grades 9-12 & by Gender



# MT Dropout Rate by District Size

Over the past five years, 1H districts have had the highest dropout rate for American Indians

## High School Enrollment Categories

1H = more than 1,250 students

2H = 401 to 1,250 students

3H = 201 to 400 students

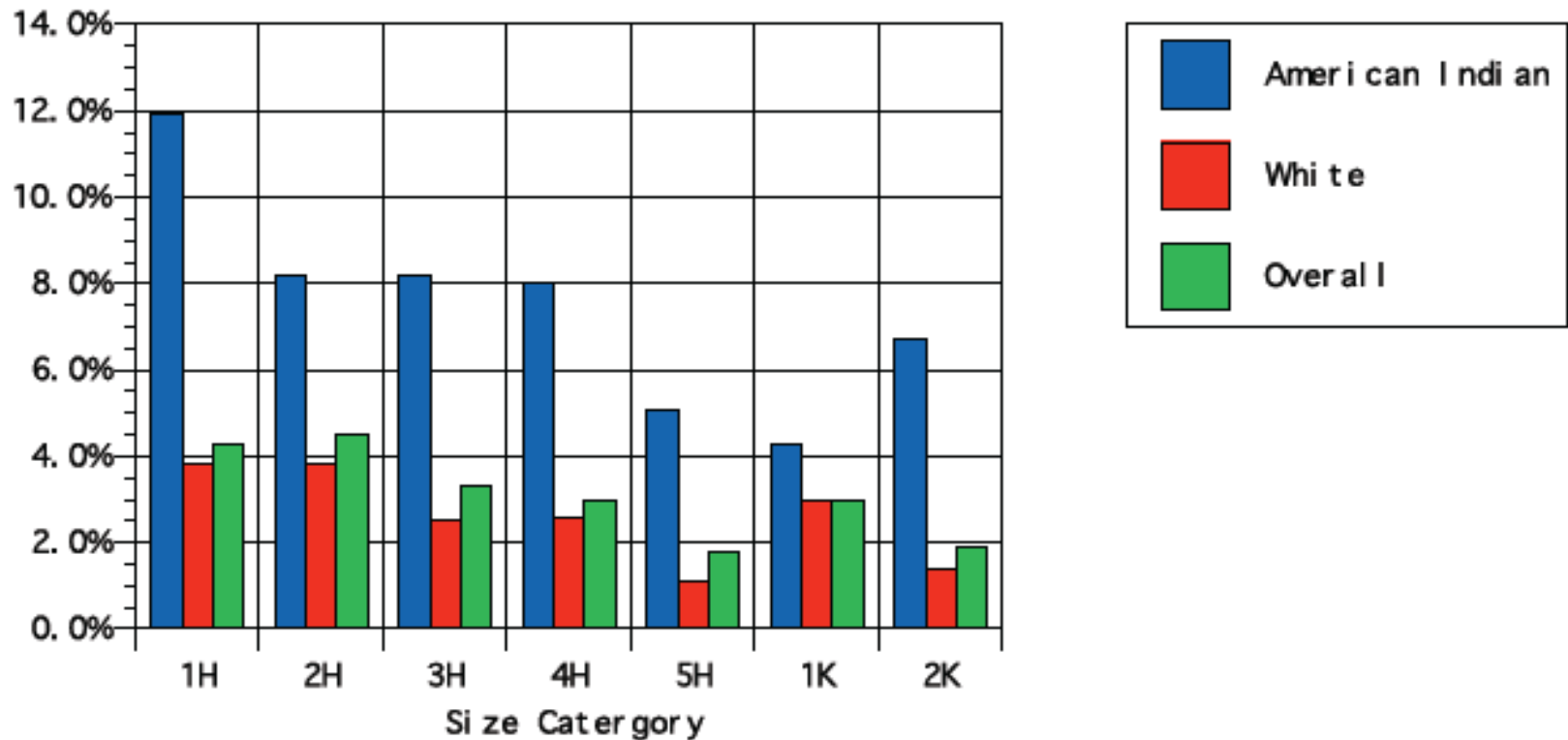
4H = 76 to 200 students

5H = 75 or fewer students

The number of dropout increased for every size category except for students in the 3H districts



# MT Dropout Rate by District Size and Race/Ethnicity



# Class of 2008 AYP Graduation Rate

Subgroups	Dropouts					Graduates 2007-08		AYP Graduation Rate
	Grade 9 2004-05	Grade 10 2005-06	Grade 11 2006-07	Grade 12 2007-08	4-yr Dropout Total	Not On-time or GED	On-time	
All Students Combined	334	417	512	726	1,989	165	10,231	82.6%
American Indian	124	107	91	137	459	52	852	82.5%
Asian	<10	<10	<10	<10	<10	4	114	90.5%
Hispanic	12	14	26	18	70	6	185	70.9%
Black	<10	<10	<10	<10	15	3	50	73.5%
Pacific Islander	<10	<10	<10	<10	<10	0	15	83.3%
White	195	290	388	561	1,434	100	9,015	85.5%

High Schools must have a graduation rate of at least 80% as an indicator for making AYP... Therefore, schools with predominantly American Indian enrollment may find it more difficult to meet the 80% target

# *Advanced Placement, PSAT & SAT Data*



# 2007-08 Advanced Placement Performance & Participation Data

	# of Test-Takers	# of Exams Taken	# of Passing Exams
Total	2,406	3,741	2,416
American Indian	41	51	19

# 2007-08 AP Data by Subject/School

**19 passing AP exams by American Indian students**

<b>Subject</b>	<b># of passing exams</b>	<b>School sites for passing exam</b>
Eng Lit/Comp	1	Helena
Eng. Lang/Comp	2	Helena, Browning
Biology	1	Ronan
Studio Art/Draw	2	CMR, Fergus County
Studio Art/Design	1	Great Falls
Calculus AB	2	Sentinel
Gov Pol: US	3	Sentinel, Capital
History US	4	Wolf Point, Skyview, CMR, Senior
Chemistry	1	Havre
Statistics	1	Sentinel

# More AP Data

**26 non-passing exams by American Indian students**

<b>Subject</b>	<b># of passing exams</b>	<b>School sites for passing exam</b>
Eng. Lit/Comp	7	Bozeman, Chinook, Great Falls, Capital, Wolf Point, Malta
Eng. Lang/Comp	9	Hardin, Browning, Malta, Sentinel
History US	1	Hardin
Biology	5	Browning, Malta, Ronan, Whitefish
Gov Pol: US	1	CMR
Studio Art/Draw	2	Ronan
Statistics	1	Sentinel

# 2007-08 SAT Performance & Participation

## MT Overview – Reasoning Test Only

Total	2,648
American Indian	40
Asian	86
Mexican American	31

# 2007-08 PSAT Performance & Participation MT Overview

## **Sophomore**

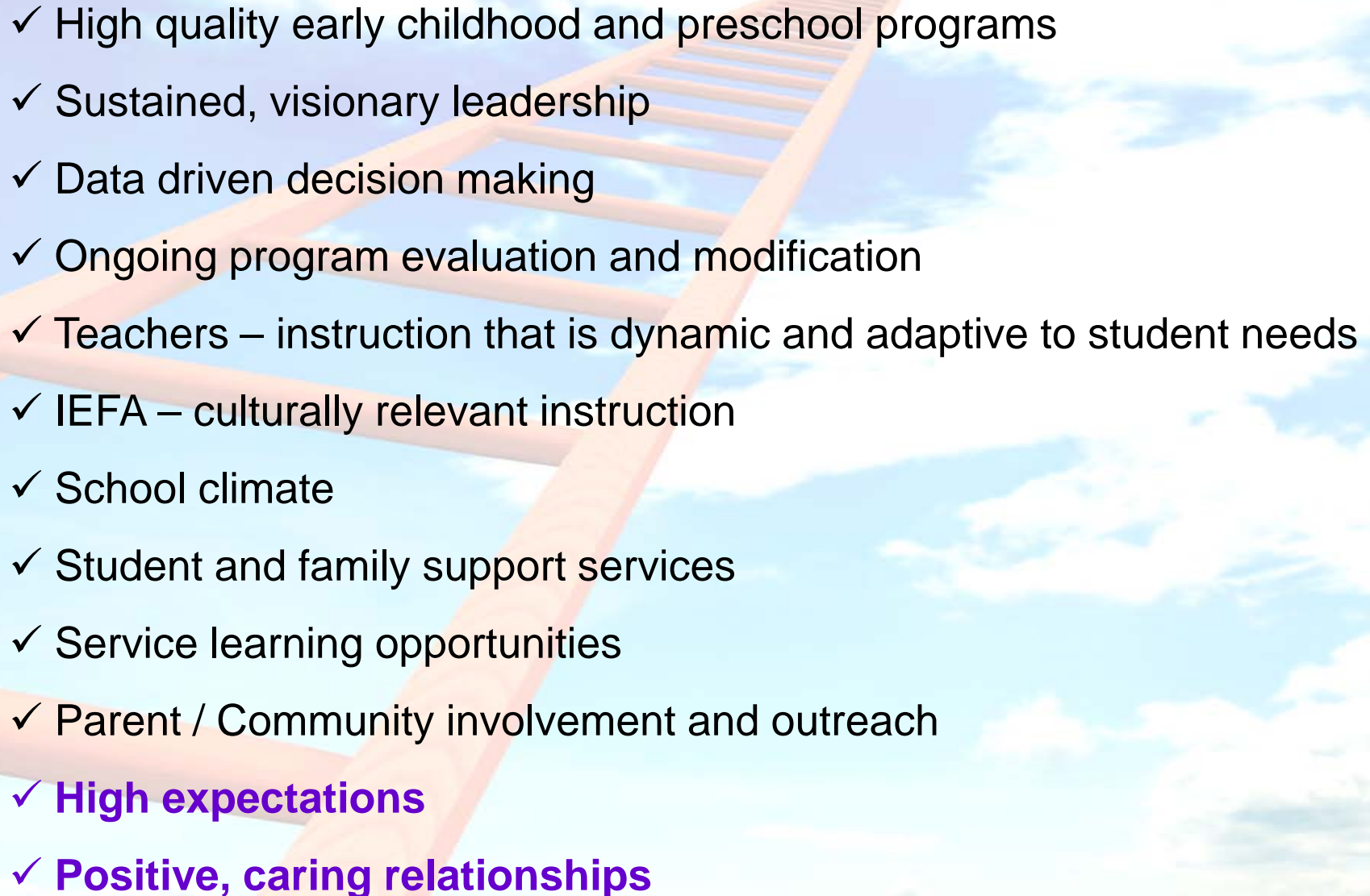
Total	959
American Indian	19

## **Junior**

Total	4,873
American Indian	162



## ***What research based practices work and can make a difference ...***

- 
- A wooden ladder is positioned diagonally across the frame, leaning against a bright blue sky filled with soft, white clouds. The ladder's rungs are evenly spaced, and its structure is made of light-colored wood. The overall scene conveys a sense of aspiration and reaching for goals.
- ✓ High quality early childhood and preschool programs
  - ✓ Sustained, visionary leadership
  - ✓ Data driven decision making
  - ✓ Ongoing program evaluation and modification
  - ✓ Teachers – instruction that is dynamic and adaptive to student needs
  - ✓ IEFA – culturally relevant instruction
  - ✓ School climate
  - ✓ Student and family support services
  - ✓ Service learning opportunities
  - ✓ Parent / Community involvement and outreach
  - ✓ **High expectations**
  - ✓ **Positive, caring relationships**

*We must ALL commit  
to the vision and the belief  
that our students  
can succeed.*



# Secretary of Education Arne Duncan's Remarks

at the National Alliance for Public Charter Schools Conference (June 2009)

*I won't play the blame game but I also won't make excuses for failure. I am much more interested in finding ways to fix these schools than analyzing who's at fault.*

*States and districts have a legal obligation to hold administrators and teachers accountable, demand change and, where necessary, compel it. They have a moral obligation to do the right thing for those children – no matter how painful and unpleasant.*



# Contact Information

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